

DOCUMENT RESUME

ED 155 507

CG 012 448

TITLE Implementing Title IX and Attaining Sex Equity. Application Session Materials for Physical Activity Personnel.

INSTITUTION National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Program Staff.

PUB DATE [76]

CONTRACT 300-76-0456

NOTE 88p.; For related documents see CG 012 439-449

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.

DESCRIPTORS *Athletics; Case Studies; *Change Strategies; Elementary Secondary Education; Equal Facilities; Organizational Change; *Physical Education; *Program Development; *Sex Discrimination; Teaching Procedures; Workbooks; Worksheets

IDENTIFIERS *Education Amendments 1972 Title IX; *Sex Equity

ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for physical activity personnel working in elementary and secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Achieving Sex Equity in Physical Education and Athletics--Legal Requirements and the Need for Change, and (2) Achieving Sex Equity in Physical Education and Athletics--Analyzing and Planning for Action. Both sections include information sheets and worksheets. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments Act of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project.

(Author)

 * Reproductions supplied by EDES are the best that can be made *
 * from the original document. *

ED155507



IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION SESSION MATERIALS
FOR PHYSICAL ACTIVITY PERSONNEL

TITLE IX EQUITY WORKSHOPS PROJECT

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Suite 701/1201 16th St., N.W.
Washington, D.C. 20036

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Field Test Materials
Not For Final Distribution

CG-012448

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

**APPLICATION SESSION MATERIALS
FOR PHYSICAL ACTIVITY PERSONNEL**

**Prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project**

**by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education**

**Field Test Materials
Not For Final Distribution**

PREFACE

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a sub-contract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract #P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education and Welfare. The Title IX Equity Workshops Project is funded under contract #300-76-0456 with the Woman's Program Staff, U.S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Physical Activity Personnel working in elementary and secondary schools. The Resource Center is indebted to Barbara Landers of the California State Department of Education, who played the major role in the design and development of these materials. Members of the Resource Center staff who assisted include Kent Boesdorfer, Shirley McCune, Martha Matthews, Joyce Kaser, Ann Baucom, and Lois Jamieson.

This collection of materials is organized into two sections. These include:

- Achieving Sex Equity in Physical Education and Athletics: Legal Requirements and the Need for Change

Worksheets for Application Session A for Physical Activity Personnel

This section includes the worksheets and information sheets needed by the participants during Application Session A for Physical Activity Personnel

- Achieving Sex Equity in Physical Education and Athletics: Analyzing and Planning for Action

Worksheets for Application Session B for Physical Activity Personnel

This section includes the worksheets and information sheets needed by participants during Application Session B for Physical Activity Personnel. Materials are provided both for the general sessions and the subgroups which are specified in Application Session B

**ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
LEGAL REQUIREMENTS AND THE NEED FOR CHANGE**

**WORKSHEETS FOR APPLICATION SESSION A
FOR PHYSICAL ACTIVITY PERSONNEL**

BASIC GUIDELINES FOR PHYSICAL EDUCATION TITLE IX COMPLIANCE

Physical Activity Information Sheet 2

In order to apply the necessarily abstract and technical language of the Federal regulation to the physical education programs of education agencies and institutions, it may be useful to review a number of basic guidelines or principles derived from the Regulation. The principles regarding compliance in this area are scattered throughout the Regulation and the following guidelines pull together the essence of physical education compliance.

1. Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.
 - Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days, or semesters of physical education. Males and females may not be required to participate in different physical education programs, classes, courses, activities.
 - Participation in physical education programs, courses, classes, or activities may not be refused to students on the basis of their sex.
 - Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.
 - o Physical education courses may not be sex-designated.
2. Title IX Does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.
3. Title IX does not specify any particular process for the assignment of selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.
4. Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.
5. Students may be separated by sex within physical education classes for participation in wrestling, boxing rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.
6. Evaluation of student's skills or progress in physical education must be based on standard which do not have an adverse impact on students of one sex.

If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

- two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance; or
 - a single standard or set of standards which measure individual student improvement should be adopted.
7. Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.
 8. Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the students in a particular course, class, or activity.
 9. Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.
 10. The Title IX regulation makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of one sex.
 11. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and postsecondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.
 12. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:
 - modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and
 - remedial steps must be taken to alleviate the effects of any discrimination identified.

Secondary and postsecondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during this time interval. Such steps might include: program planning, staff training, facilities or construction of additional facilities, etc.

BASIC GUIDELINES FOR COMPETITIVE ATHLETICS TITLE IX COMPLIANCE

Physical Activity Information Sheet 3

1. Athletic programs may not be conducted separate on the basis of sex unless:

- The teams are involved in contact sports such as football, basketball, wrestling, boxing, ice hockey, or rugby. (NOTE: Other sports, whose purpose of major activity involves bodily contact, may be deemed contact sports but districts must apply to the Office of Civil Rights for permission to treat sports other than those listed as contact sports.)

- Selection for participation on the team is based on competitive skill.

2. Title IX permits but does not require schools to field separate teams for the exemptions listed in number 1 unless the operation of separate teams is necessary to satisfy the interest and abilities of both sexes.3. If a school fields a team in a non-contact sport for one sex but not the other then members of the excluded sex must be allowed to try-out for the team unless the overall athletic opportunities for the excluded sex have been greater than those opportunities for the sex which the team proposes to serve.

4. Title IX makes the following provisions for INTRAMURAL or CLUB activities:

- No student may be denied participation in contact or non-contact sports for which there is or is not a selection criteria based on skill if sufficient interest exists among members of the sex that would otherwise be excluded and if there are fewer opportunities for members of that sex to participate in sports at the level of competition in question.

- Teams in non-contact sports for which the criteria for participation is interest other than competitive skill may not be limited to members of one sex.

5. The Title IX regulation allows schools to conduct student teams (comprised of members of both sexes) only if competitive skill is a selection criteria and if the needs, interests and abilities of both sexes are effectively accommodated by having only one team. Should the overall effect of offering only one team mean that many interested members of one sex are excluded due to lack of sufficient skill, then the offering of one team would not be meeting the needs and abilities of both sexes.

6. Equal opportunity to participate in athletics must be provided to members of both sexes. While this does not require parity in fiscal support, there must be evidence that equitable services are provided in these and other areas:

- Effective accommodation of the interests and abilities of members of both sexes in sports and levels of competition offered (best validated through use of student, parent and faculty survey data compilation and interpretation);

- Equipment and supplies provided;
 - Travel and per diem allowance provisions;
 - Opportunities to receive coaching and academic tutoring;
 - Access to locker rooms, practice and competitive facilities;
 - Access to medical and training facilities and services;
 - Access to housing and dining facilities and services; and
 - Efforts to provide publicity
7. Eligibility standards, medical examination requirements, and other criteria for requisite skill (grade average, etc.) must be the same for members of both sexes.
 8. Schedules (length and duration, not necessarily season) and supervision must be the same for teams of one sex if there is a like team of the other sex.
 9. Opportunities to play before an audience must be comparable.
 10. Teams may be coached by members of the opposite sex and districts must seek out the best qualified candidate to coach the team in question.
 11. Athletic coaches must be assigned coaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominate sex of the students to be coached.
 12. Athletic staff members may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.
 13. Title IX regulations may not be superseded by adherence to other sports governance bodies (high school federations, leagues, recreation departments, local policy, etc.). Either the policies and practices which conflict must be changed or schools must withdraw from membership from the conflicting governance body.
 14. Title IX makes no requirements regarding the administrative structure of the athletic department(s) and staff. If, however, any changes are made to accompany compliance with the Title IX regulation in the area of after school sports, these changes may not have an adverse effect on the employment or the job-grading of members of one sex.
 15. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in intramurals, club sports and inter-scholastics by July 21, 1976. Secondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.
 16. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

- Modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and
- Remedial steps must be taken to alleviate the effects of any discrimination identified.

Secondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during the adjustment period of 1975-78. Such action steps should be clearly outlined and on file with the district Title IX compliance plan.

PHYSICAL EDUCATION CASE EXAMPLES

Physical Activity Worksheet 4

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read each one and answer the following questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex discrimination or sex bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

1. For several years two faculty members have been trying to introduce "Movement Education" into their physical education classes for the fourth grade. Two other fourth grade teachers have continued to follow a sports orientation for their curricular efforts. Now, parents are complaining that it's not fair for some students to get one thing and others to get another. As the fourth grade chair, what would you do?
2. While driving past an elementary playground you notice that all of the boys are playing a rousing game of dodge ball while the girls are swinging on the swings or sitting under the trees. Your companion comments, "I guess dodge ball is too rough for the girls."
3. Several parents have learned about Title IX and are appalled that the school is still conducting separate physical education programs for all of the students grades K-6. They demand to know when their daughters will get an "even break." As chair of the Title IX faculty committee you explain that this is a very unpopular law and physiologically students are not equal so coeducational physical education is out of the question. What might happen?
4. The physical activity class is completed. The teacher tells the girls to put on their shoes and return to class while the boys put away all of the mats.
5. During fourth grade physical education, the boys play soccer while the girls take dance.
6. Mary is an outstanding athlete. Every day she is allowed to play with the boys during physical education while her female classmates engage in other activities.

Physical Education--Secondary Case Examples

1. In order to qualify for advanced track and field classes, students are required to run a mile in less than six minutes. The result is that 22 boys are admitted to the class, and no girls qualify.
2. In order to provide the best instruction possible, the staff at Kennedy High School decides to team teach all contact sports classes so one man and one woman are assigned to each section.
3. The boys in a physical conditioning class are complaining because they must do a full pull-up to pass the arm strength test, while the girls only have to do the bent arm hang for 10 seconds.
4. All classes of basketball made up predominately of girls are scheduled into the small gym while all classes predominately composed of boys are using the big, official gymnasium.
5. Xavier High School has initiated coeducational physical education for all of its 10-12th grade students. The freshmen, however, are still in sex segregated classes so that they can be classified and "properly" oriented to what lies ahead. During this freshman year all boys must take weight training and wrestling while all of the girls must take posture analysis and modern dance. During the spring quarter they are exposed to coeducational activities on an elective basis.
6. In order to overcome past discrimination, the merged physical education department announces a new course in girls' weight training so they can "catch up with the boys."
7. An irate parent is complaining about the injury his son received in a soccer class. It seems a 180 pound girl crashed into Jim, his 105 pound son, in a beginners' class.
8. A girl returning from terminating a pregnancy is required to make up all physical education sessions missed while a boy in the same class is allowed to re-enter after recovering from a broken leg with no make up work required.
9. A female physical education teacher resigns. The principal fills the position with a male who can help coach the football team. This makes the male/female ratio in physical education 6 to 3 in favor of the men.
10. The counselors decide that they will "unofficially" designate boys with an "x" and girls with a "y" on physical education class rosters so they can avoid overloading the locker rooms at any given class period.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

ATHLETICS CASE EXAMPLES

Physical Activity Worksheet 5

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read each one and answer the following questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex discrimination or sex bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

1. The Washington Carver Elementary School is going to have a field day. Events are planned for all boys and girls. Boys will do the 100-yard dash, the 440 run, the 880 relay and the tug 'o war. The girls will do a 50-yard dash, a 440 relay, an oral message relay, and a three legged race.
2. While coming in from the playground, you notice Mark, the captain of the losing team gently crying. A colleague you are with tells him to "stop crying and act like a man."
3. Cheerleader tryouts for the Pop Warner football league are being held on your school grounds and sponsored by two of your teachers. After many days of spirited workouts the squads selected are posted on the bulletin board. You, as the principal, notice that no boys or members of any of the minority races have made any of the squads even though many tried out and many male minority students are members of the football teams. What would you do?
4. The little league for boys baseball wants to use the school fields for practice and play. What should the principal do?
5. The YMCA wants to run a boys' soccer league on the school fields on Saturdays. What is the principal's decision?
6. Sally wins the 50-yard dash by outrunning all of her classmates. The teacher comments, "Why, you're just another Roger Bannister!"

Athletics--Secondary Case Examples

1. Thirty-two girls want to come out for the varsity football team. The coach tells them that he's sorry but they cannot.
2. The high school fields one golf team and effectively announces that it is open to all students. Twenty boys and sixteen girls try out. Eight boys make the team. No girls are selected.
3. Volleyball is one of the major sports for girls at Tulare High School. This fall six boys approached the coach and indicated that since they were better players than any of the girls on the existing team they should be the school's team. The coach, Mr. Bing, thanked them but related that the girls would continue to represent the school since boys currently had fourteen teams on which to compete in eight sports and the girls had only seven teams in five sports.
4. The sum of \$10,000 a year is allocated to Kennedy High School for Athletics from the school board each year. The girls' athletic director is demanding that \$5,000 be allocated to each of the athletic staffs--male and female.
5. League regulations allow the boys' varsity basketball team to play a total of 28 games per season (including holiday/invitational tournaments), while girls may play only 18. Championship playoffs are planned for the boys' team but not the girls.
6. In an effort to expand the girls' athletic programs, the principal announces to all of the women physical educators that they must each coach a girl's team during the next term or be relieved of their teaching contract.
7. The student body president, in a budget hearing regarding the disbursement of student body funds, announces that when and if girls sports can draw a crowd, the student body will consider giving them funds as they are currently awarded the boys athletic teams.
8. The school paper has six reporters on its sports staff--five boys and one girl. The coverage of school sports reflects 80% for boys' teams and 20% for girls even though there are four boy's teams and four girl's teams currently in season.
9. Today the athletics staffs will vote on the male athlete of the year and female athlete of the year.
10. Sally is an outstanding diver. She wants to compete with the boys' swimming team because there is no girls' swimming team. Even though she is the best diver in school, she is denied the right to compete on the boys' teams. Her parents want to know what they can do.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

PHYSICAL ACTIVITY OBJECTIVES FOR FEMALE AND MALE STUDENTS

Physical Activity Worksheet 6

Exercise A.

Directions: Below are eight possible objectives for physical activity for male and female students. For both females and males, rank order what you think is most important for them to learn. Rank the most important item as #1; the least important, #8. The column on the far right will be used for scoring after the completion of the exercise.

OBJECTIVES-- For students to develop:	Male Students	Female Students	Scores
A. A positive sense of competition			
B. Gracefulness and effective body management			
C. A high level of skill in many sports			
D. A sense of cooperation and responsibility			
E. Social skills and recreational opportunities			
F. Optimal physical fitness levels of performance			
G. Olympic or professional athletic calibre skills			
H. Positive values related to physical education concerns			

Total Score _____

Directions for scoring: Go back and determine the numerical difference between your ranking of the same item for males and for females. For example, if you marked competition 4 for males and 9 for females, the score would be 5. If you ranked cooperation as 5 for both sexes, the score would be 0. Total the differences for each item to get your total score.

Exercise B.

Work with a partner of the opposite sex, list the three top objectives one should have for "Student Physical Education"

1. _____
2. _____
3. _____

**ACHIEVING SEX EQUITY IN PHYSICAL EDUCATION AND ATHLETICS:
ANALYZING AND PLANNING FOR ACTION**

**WORKSHEETS FOR APPLICATION SESSION B
FOR PHYSICAL ACTIVITY PERSONNEL**

AN EQUAL CHANCE THROUGH TITLE IX: AN ANALYSIS SHEET

Physical Activity Worksheet 7

1. What assumptions seemed to be made about students in the film?
(e.g. students naturally enjoy physical activity)

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

3. What assumptions did you see being made about similarities of male and female students in the film?

4. What assumptions did you see being made about differences between male and female students in the film?

5. How could the programs or the aspects of the programs depicted in this film be adapted and/or incorporated in your physical activity program?

6. What problems, if any, would you anticipate in implementing these programs?

SUGGESTIONS FOR ACTION STEPS

Physical Activity Worksheet 8

The following action ideas are suggestions which may stimulate your thinking as you complete your action plans. Suggestions are provided for actions you can suggest to support sex equity in your department/school, your school district, your community, and your professional associations.

DEPARTMENT OF SCHOOL LEVEL

- make sure that your department members are knowledgeable about the requirements and options of the Title IX regulation, and the goals and objectives of your departmental implementation plan for providing sex equity in physical activity programming
- determine whether or not your department knows the extent to which sex bias and discrimination exist in your instructional/coaching area. If not, you can work with colleagues to make this determination. If you already know, use this information to develop goals and objectives for its elimination.
- if your department has progressed further than some physical activity departments in the system, offer to share some of your resources to assist others in moving ahead. If your department hasn't progressed as far as others, seek out those you think can help and ask for their assistance
- develop procedures to ensure that students that choose non-traditional areas within your department receive whatever support they need to experience success
- if your physical education and/or athletics department is being merged from "Male and Female" to "Student", monitor the transition to see that sex discrimination and bias are not involved in the merge

SCHOOL DISTRICT LEVEL

- make sure your district has met the basic procedural requirements of Title IX: enacting a policy of non-discrimination on the basis of sex, appointing a Title IX coordinator, establishing a grievance procedure, and disseminating this information to staff and students. Your district should have also conducted a self-evaluation to determine the extent to which it is in compliance with Title IX

- make suggestions to the appropriate persons regarding possible policy and program modifications that would achieve sex equity in physical activity programming
- if you have expertise in the area of eliminating sex discrimination and bias in physical activity programs, offer your services to the district and your colleagues. If, on the other hand, you need some assistance in the area, seek out others on the staff who may have such expertise or ask your administration for assistance
- make sure that someone knowledgeable about sex equity in physical activity programs is represented on all school committees

COMMUNITY LEVEL

- make sure that the administration has informed the community of its plans and rationale for changing physical activity programming
- to the extent necessary, prepare students for any difficulties they might encounter in picking a non-traditional athletic or activity option
- work with your counseling department to inform parents of students of the rationale for changing physical activity programs
- work with supportive community groups (i.e., Booster Clubs) to ensure their continued support of physical activities without regard to the sex makeup of team/activity
- hold an open house with students working in sex-integrated activities so that parents can observe how that is accomplished

STATE/REGIONAL/NATIONAL ASSOCIATIONS

- examine the constitution and operational guidelines for evidence of sex discrimination, and if discovered propose steps to eliminate such discrimination
- determine whether leadership positions within your association are held by both female and male members. If not, work within the organization to bring about a more equitable sharing of power

MY ACTION PLAN

Physical Activity Worksheet 9

1. Write down two objectives for implementing Title IX and attaining sex equity in physical activity programming which you would like to see accomplished. One should be within your own individual sphere of responsibility; the other should be directed toward achieving sex equity within one of your organizational levels (e.g., department, school, community, professional organization).
 - A. Within my classroom/team I would _____

 - B. Within my department/school/community/ professional association I would _____

2. Of the two objectives, which would you most like to accomplish at this time? _____

3. What are the major barriers that you will encounter in working toward accomplishing your objective?
 - A. _____
 - B. _____
 - C. _____
4. What supports will you have in working toward accomplishing your objective?
 - A. _____
 - B. _____
 - C. _____
5. After this analysis, do you still feel that attaining this objective is possible? If so, move ahead with developing your plan. If not, go back and select your other objective.

6. What resources do you need for achieving your objective?

A. Knowledge/Skills: _____

B. Money: _____

C. People: _____

7. List the specific action steps you need to take to achieve your objective. Include who has the responsibility for taking the step and the date by which it should be completed. Write those in chronological order.

	<u>Action Step</u>	<u>Person Responsible</u>	<u>Date</u>
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

8. How will you evaluate your action plan and at what point will you do so?

9. How will you let others know about your action plan and its outcomes?

ALTERNATIVES FOR CHANGE

**WORKSHEETS FOR USE IN APPLICATION SESSION B
FOR PHYSICAL ACTIVITY PERSONNEL**

Subgroup 1 - Elementary Physical Education Group

PHYSICAL EDUCATION ASSESSMENT
"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet 1

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into six categories:

- Title IX Procedural Requirements
- Goals and Objectives of Physical Education
- Curriculum
- Student Grouping
- Instructional Procedures and Techniques
- Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

adapted from : Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

PHYSICAL EDUCATION INVENTORY
 "What Is" "What Can Be"

Physical Activity Worksheet B-3

PE-1
 (page 2)

TITLE IX PROCEDURAL REQUIREMENTS

- | | | |
|--|---|--|
| 1. Make a statement of intent to comply without a formal self-evaluation | Perform a self-evaluation | Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming |
| 2. Determine compliance or non-compliance by executive action | Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations | Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities |
| 3. Establish student interests by deciding what is best for them | Administer but ineffectively utilize student surveys | Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming |
| 4. Wait until complaints have been filed with the Office for Civil Rights before considering program changes | Wait until 1978 to make adjustments where obvious inequities exist | Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests |

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

- | | | |
|------------------------------------|---|--|
| 5. Continue sex-segregated program | Assume that it is "business as usual" with only a change in clientele | Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity |
|------------------------------------|---|--|

6.	Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere	Expect that psychological needs will be met from the nature of the program and your own warm personality	Pay special attention to psychological security of students participating in a new kind of experience
----	--	--	---

CURRICULUM

7.	Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum"	Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum	Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved
8.	Consider physical education as "playtime" without need of a structured curriculum	Continue the major emphasis on psycho-motor competence	Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain

STUDENT GROUPING

9.	Conduct separate activities for girls and boys in two groups within the same classroom or area	Provide for some sex-integrated activities but keep students segregated during all contact sports activities	Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit
10.	Do not allow any activities to be conducted in sex-integrated settings	Adhere to the rules, assuming that everyone has a need to participate by the standard rules	Modify or have students suggest modifications of activities to allow for participation by a wide skill range

- | | | | |
|-----|---|--|---|
| 11. | Ability group by sex by assuming all females would exhibit lower levels of skill than all males | Retain traditional ability tests which may or may not discriminate on the basis of sex | Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment |
|-----|---|--|---|

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

- | | | | |
|-----|---|--|---|
| 12. | Continue current teaching procedures and techniques in sex-segregated classes | Continue current teaching procedures and techniques in sex-segregated classes | Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes |
| 13. | Allow the continuation of teaching patterns of males teaching males, and females teaching females | Mandate team-teaching assignments | Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level |
| 14. | Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments | Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures | Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference |

STUDENT EVALUATION

- | | | | |
|-----|--|---|---|
| 15. | Establish a single standard for student evaluation for females and males | Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards | Establish different evaluation standards for students on the basis of their ability, effort, and progress |
|-----|--|---|---|

ESTABLISHING DISTRICT STRATEGIES AND PLANS

Physical Activity Worksheet 2

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.
2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)
3. Using the item noted in 2 above, complete the following analysis:
What is?

What can be?

What will be?
4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

ConstraintStrategy for overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.
6. What other concerns/problems would have to be treated in order to achieve sex equity?

ANALYZING PROGRAM ALTERNATIVES

**WORKSHEETS FOR USE IN APPLICATION SESSION B
FOR PHYSICAL ACTIVITY PERSONNEL**

Subgroup 2 - Secondary Physical Education Group

PHYSICAL EDUCATION ASSESSMENT
"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet 1

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into six categories:

- Title IX Procedural Requirements
- Goals and Objectives of Physical Education
- Curriculum
- Student Grouping
- Instructional Procedures and Techniques
- Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

adapted from : Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

PHYSICAL EDUCATION INVENTORY
 "What Is" "What Can Be"

Physical Activity Worksheet B-3

PS-1
 (page 2)

TITLE IX PROCEDURAL REQUIREMENTS

- | | | |
|--|---|--|
| 1. Make a statement of intent to comply without a formal self-evaluation | Perform a self-evaluation | Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming |
| 2. Determine compliance or non-compliance by executive action | Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations | Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities |
| 3. Establish student interests by deciding what is best for them | Administer but ineffectively utilize student surveys | Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming |
| 4. Wait until complaints have been filed with the Office for Civil Rights before considering program changes | Wait until 1978 to make adjustments where obvious inequities exist | Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests |

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

- | | | |
|------------------------------------|---|--|
| 5. Continue sex-segregated program | Assume that it is "business as usual" with only a change in clientele | Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity |
|------------------------------------|---|--|

- | | | | |
|----|--|--|---|
| 6. | Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere | Expect that psychological needs will be met from the nature of the program and your own warm personality | Pay special attention to psychological security of students participating in a new kind of experience |
|----|--|--|---|

CURRICULUM

- | | | | |
|----|--|---|---|
| 7. | Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum" | Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum | Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved |
| 8. | Consider physical education as "playtime" without need of a structured curriculum | Continue the major emphasis on psycho-motor competence | Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain |

STUDENT GROUPING

- | | | | |
|-----|--|--|--|
| 9. | Conduct separate activities for girls and boys in two groups within the same classroom or area | Provide for some sex-integrated activities but keep students segregated during all contact sports activities | Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit |
| 10. | Do not allow any activities to be conducted in sex-integrated settings | Adhere to the rules, assuming that everyone has a need to participate by the standard rules | Modify or have students suggest modifications of activities to allow for participation by a wide skill range |

11.	Ability group by sex by assuming all females would exhibit lower levels of skill than all males	Retain traditional ability tests which may or may not discriminate on the basis of sex	Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment
-----	---	--	---

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

12.	Continue current teaching procedures and techniques in sex-segregated classes	Continue current teaching procedures and techniques in sex-segregated classes	Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes
13.	Allow the continuation of teaching patterns of males teaching males, and females teaching females	Mandate team-teaching assignments	Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level
14.	Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments	Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures	Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference

STUDENT EVALUATION

15.	Establish a single standard for student evaluation for females and males	Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards	Establish different evaluation standards for students on the basis of their ability, effort, and progress
-----	--	---	---

PHYSICAL EDUCATION PROGRAM OPTIONS AND IMPLICATIONS

Physical Activity Worksheet 2

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
1. CORE	1. All units of instruction are required of all students. Students move through a predetermined series of units. May or may not be ability grouped. Accommodates teacher skills and interests; prescribes student interests or needs.	● may not accommodate student interests ● possible conflict areas--wrestling, dance, etc. ● if units of instruction are traditional, ability grouping may be needed ● need for staffs to agree on student needs
2. ELECTIVE	2. Possible units of instruction are posted and students elect through interests or ability. Wide diversity of offerings possible. May accommodate student needs, interests and/or teacher skills, interests.	● may lead to principally recreationally oriented programs ● unless stranded (i.e., Novice, Experienced, etc.) may exclude some activities because of feelings of inadequacy ● allows for complete sex-traditional choices with no sex-crossovers in activities (i.e., easy to keep status quo) ● harder to justify at the lower levels (e.g., elementary school)
3. CHANNELED ELECTIVE	3. Possible units of instruction are posted and students elect in response to predetermined "goals," i.e., two team sports, three individual sports, one aquatics, one dance, one conditioning, one combative, etc. May or may not be stranded.	● allows for the establishment of identified program goals and for some student interest fulfillment ● may be too flexible to assure sex-integrated classes ● better success if stranded

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
4. CORE/PRESCRIPTIVE	4. Students are pretested in a fundamentals class and then guided toward programs designed for their needs--may enter the core (correctives emphasis) or the channeled elective (meet basic requisities, then elect according to interest) or the free elective (gaming/participation emphasis). Requires more teacher agreement, organization, and diversification.	● staffs must agree on pretesting areas of emphasis and standards of performance ● student needs are identified and served individually or in like groups ● more difficult to administer than other options
5. COMBINATION--INDIVIDUALIZED--DIVERSIFIED	5. Any/all of the above combined or redesigned to fit the specific needs of the local setting. Contract learning offered on an individual basis. Units with vocational education emphasis, peer teaching, cross age teaching, performing fine arts orientation, and integrated curriculum (body as a laboratory) units possible.	● easiest of options to implement sex equity ● complex to organize and conduct with small staff

BASIC ORIENTATIONS TO PHYSICAL EDUCATION PROGRAMMING

Physical Activity Worksheet 3

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Sports Centered	primarily offers units of instruction in predetermined sports areas	● biased in favor of males who are socially predisposed to the competition ● may not meet the interests of students ● is of limited lifetime usefulness for both females and males ● teaches important social skills
Fitness Centered	sets physical performance goals in all fitness areas and establishes how staff will project these to students--required obstacle courses, units in body conditioning, etc.	● is sex-blind (same goals for both males and females) ● may be limited in lifetime fitness preparation ● may be limited in reaching other than psychomotor competency goals ● may initially favor males over females
Social Skills Centered	sets a recreational environment and allows students to schedule activities of their own choice	● may perpetuate a sexist (illegal) status quo ● provides a lifetime competence atmosphere ● needs structure to assure effective as well as psychomotor functions are fulfilled ● may be difficult to organize

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Combination (example)	establish a core requirement in motor ability areas, schedule all students into the fundamental class for self-evaluation; move those with high skill level into a gaming track (elective); those with instructional needs into a basic track (predetermined); those with remedial needs into an adapted track (rehabilitively oriented); and those with interests skills and maturity into a leadership/vocational/services track (special units emphasis).	● staffs must agree of core requirements ● complex to organize and conduct with small staff ● allows for an atmosphere of "individual as important human being"

Adapted from: Landers, Barbara. Title IX Phase III ... Some Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

SCHEDULING OF CLASSES AND FACILITIES FOR PHYSICAL EDUCATION PROGRAMS

Physical Activity Worksheet 4

OPTION	SEX EQUITY IMPLICATIONS
1. Schedule approximately the same number of boys and girls into each physical education teacher's class	● teachers would keep this group of students for semester or year ● if student registered, male students might select male teachers and females select female teachers ● requires broad teaching expertise on the part of staff
2. Schedule approximately the same number of boys and girls to "staff" by period. Multiple options are available to students within the class	● solves the student reservation ● if teachers assign students, activity must be ● if students select activities, all activities must be open to both boys and girls ● in contact sport activities, students may be separated by sex <u>within</u> the class
3. Schedule students to physical education by elective subject areas (badminton, volley ball, for example). These classes must be open to both boys and girls	● allows for greater staff specialization ● tendency for students to gravitate toward sex-traditional activities only ● may have to be stranded to allow for a wide variety of skill levels
4. Schedule approximately the same number of boys and girls to "staff" by period. Assignment of students to activities is controlled by staff	● mandates that activities be stranded (i.e., Novice, Intermediate, Advanced) ● student groupings, on the basis of ability, need to utilize specified standards of individual performance

Adapted from: Landers, Barbara. Title IX Phase III, ...Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

EVALUATION OF PHYSICAL EDUCATION STUDENTS

Physical Activity Worksheet 5

OPTION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
ONE DEPARTMENTAL POLICY	The members of the P.E. department agree on all facets of evaluation and the policies are applied equally to all students; i.e., 20% for preparation, 35% for participation, 45% for skills/cognitive growth, method of earning points, etc.	● assumes that all students begin in the same place ● is subject to individual staff interpretation ● measurement is not regulated ● does not allow for individual focus, which may reflect negatively on females who start out behind males
COMPETENCY BASED EVALUATION	Competencies for various units are pre-determined. Instruction is directed toward the development of these competencies. Evaluation is on student progress or retention of high skill/cognition ability	● very conducive to individualized instruction ● subject to individual staff interpretation in administration of tests
ACADEMIC FREEDOM	Staff members are allowed to establish their own evaluation schema for the units they teach	● allows a great deal of staff latitude ● does not provide for program consistency
COMBINATIONS OF THE ABOVE	Departments have one set of evaluation policies for all basic instruction units (core), allow academic freedom for special courses (cross-age teaching, life saving, WSI, performing dance, etc.), establishing competency based criteria for electives, etc.	● more difficult to organize and control ● allows flexibility for staff

DEVELOPING A MODEL FOR STUDENT PHYSICAL EDUCATION - A SUMMARY OF CONTINUUMS

Physical Activity Worksheet 6

Age span: Middle Jr. Senior (Circle one)

1. SEX EQUITY

No commitment	Accept concepts with reservations	Accept Concepts But will "Wait and See"	Ready to make necessary changes	Full commitment
---------------	-----------------------------------	---	---------------------------------	-----------------

2. PROGRAM FOCUS

Teachers' choice	Sports centered recreational emphasis	Sports centered instructional emphasis	Fitness centered	Sports and fitness centered	Concept/values centered	Combination of child needs centered
------------------	---------------------------------------	--	------------------	-----------------------------	-------------------------	-------------------------------------

3. PROGRAM OPTIONS

Core	Elective	Channeled elective	Core/Pre-scriptive	Combination/Individualized-Diversified	Stranded to reflect student needs
------	----------	--------------------	--------------------	--	-----------------------------------

4. SCHEDULING

Block schedule "Take all comers"	Block schedule Group by ability once in the gym	Selective scheduling (college format) minimal offerings	Selective scheduling (college format) diversified offerings	Prescriptive scheduling (in accordance with identified needs)	Combination scheduling (stranded)
----------------------------------	---	---	---	---	-----------------------------------

5. EVALUATION

No policy Academic freedom	Pre-determined policy-the same for all activities	Pre-determined policy - in accordance with course objectives	Competency based evaluation	Combinations in accordance with stranded requirements
----------------------------	---	--	-----------------------------	---

ESTABLISHING DISTRICT STRATEGIES AND PLANS

Physical Activity Worksheet 7

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.
2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)
3. Using the item noted in 2 above, complete the following analysis:

What is?

What can be?

What will be?
4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

ConstraintStrategy for overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.
6. What other concerns/problems would have to be treated in order to achieve sex equity?

ANALYZING PROGRAM ALTERNATIVES

**WORKSHEETS FOR USE IN APPLICATION SESSION B
FOR PHYSICAL ACTIVITY PERSONNEL**

Subgroup 3 - Athletics Personnel

PHYSICAL EDUCATION ASSESSMENT
"WHAT IS" "WHAT CAN BE"

Physical Activity Worksheet 1

Responses to the implementation of a sex equitable athletics program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in athletics programs. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be."

The instrument is divided into four categories:

- Title IX Procedural Requirements
- Separate or Unitary Teams/Programs
- Determination of Equal Opportunity
- Coaching and Instruction

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is." The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

ASSESSMENT OF SEX EQUITY IN ATHLETIC PROGRAMS
"What Is" "What Can Be"

Physical Activity Worksheet

TITLE IX PROCEDURAL REQUIREMENTS

1.	Make a statement of intent to comply without a formal self evaluation	Conduct a paper self evaluation	Conduct a self evaluation to determine where inequities exist in athletics policies, programs, and practices
2.	Determine compliance or non-compliance by executive action	Establish a committee with responsibilities to determine compliance status but no power to effect changes except to make recommendations	Establish a committee which includes faculty, administration, students, parents, and community members, and has the power and responsibility for analysis and formation of long range plans for equity in athletic programs and facilities
3.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess athletic opportunities and priorities to match student interest, and abilities with sound educational philosophy
4.	Establish athletic programming by arbitrarily deciding what is good for students and what the community will support	Administer but ineffectively utilize student athletic interest surveys	Administer and use student athletic surveys to determine options and levels of athletic programming

SEPARATE OR UNITARY TEAMS/PROGRAMS

- | | | | |
|----|--|--|--|
| 5. | Leave athletic program at current level, because of budgetary problems, leaving four sports for males, and no sports for females | Establish a token female athletic program by offering a minor sport to females (e.g. cross country) while continuing to offer major male sports (e.g. football and basketball) | Encourage males and females to develop their skills through sports available to them (based on their stated interests and abilities) with the goal of providing equal athletic opportunity for <u>all</u> students |
| 6. | Decide the direction and scope of the athletic program at the Board of Education level | Represent the interests of females through decisionmaking bodies which are traditionally male | Ensure that female coaches and coaches of female teams are involved in program decisionmaking |

DETERMINATION OF EQUAL OPPORTUNITY

- | | | | |
|-----|---|---|---|
| 7. | Provide only an interscholastic athletic program serving small numbers of students most of whom are physically gifted males | Provide a limited intramural program that accommodates only those students who are preparing to participate on interscholastic athletic teams | Operate an intramural program with the goal of total student involvement, emphasizing interest, rather than sex or skill level as the criterion for participation |
| 8. | Make no provisions for female teams' uniforms and equipment | Assign used equipment and uniforms to female teams | Attempt to equalize quality of uniforms and equipment for single sex and unitary teams |
| 9. | Provide insufficient or no facilities and practice times for female teams | Schedule use of facilities for female teams during inconvenient hours | Establish a time rotation cycle of facilities use with equal access to most convenient hours by male and female teams |
| 10. | Provide travel allowances and tournament per diems only to those teams which are self supporting | Allow travel allowances for <u>one</u> female tournament team per year and no per diems | Provide full travel allowances and equal per diems for all tournament teams and athletes |

- | | | | |
|-----|---|---|--|
| 11. | Refuse to assign a coach in response to females who want to form a team (e.g. volleyball) based on student interest | Provide one coach (women) for three female teams, two of which run concurrently (e.g. volleyball and basketball) | Establish a desirable coach/athlete ratio; and then monitor <u>all</u> athletic teams to maintain that ratio (e.g. one coach per 8 athletes) |
| 12. | Continue the present arrangements for access to training facilities with those being available to males | Recognize that Title IX mandates access to training facilities and institute policy that allows for female athletes to have limited access to some of the training facilities | Institute a policy whereby there is equal access to training facilities by all athletes during their practice and free school time. |
| 13. | Provide information to the media about major sports (i.e. male football and basketball) | Provide answers to reporters' questions and call in game scores to the media | Prepare and distribute equal materials to the media for all athletic events and suggest extra coverage of the new sports being offered |
| 14. | Provide an extra-curricular club for male varsity athletes complete with advisor and awards banquet with no equivalent activity for female athletes | Sponsor a varsity club for all varsity athletes but with a male advisor, majority of male members; discouraging females from active participation | Require that the athletic club (for all athletes) have a male/female advisor team, and strive to have the achievements of all athletes recognized and rewarded |

COACHING AND INSTRUCTION

- | | | | |
|-----|--|--|--|
| 15. | Allow the continuation of coaching patterns of males coaching males, and females coaching females | Review coaching assignments and assign coaches on the basis of qualifications rather than on the basis of sex | Review or develop team teaching skills so that integrated coaching assignments are an expected method of operation |
| 16. | Continue the past practice of paying coaches of female teams (primarily females) less than coaches of male teams (primarily males) | Establish supplementary salary schedules that result in coaches of male teams result in coaches of male teams (primarily male) receiving larger stipends than coaches of female teams (primarily females) based on "time put in" | Establish supplementary salary schedules that establish comparable time and effort parameters for comparable male and female teams, thus resulting in comparable pay for all coaches |

CREATING A STUDENT INTEREST SURVEY FORM

Physical Activity Worksheet 2

One of the basic implications of the Title IX regulation is that sports and athletic programs must effectively accommodate the interests and abilities of all students. This standard necessitates the development/application of data collection procedures. One of the primary methods for determining the interests of students would be to conduct a survey of student interests.

Please take a minute to think about how a student interest survey should be designed and answer the following questions.

1. What types of information should be included in a student survey?
2. What do you believe would be the outcome of a student survey conducted in your schools?
3. What procedures should be used for its distribution?
4. How frequently should student interest surveys be conducted?

DESIGNING A SURVEY FORM

Physical Activity Worksheet 3

The Title IX requirement that the sports and athletics programs must effectively accommodate the interests and abilities of all students suggests the need for conducting periodic surveys of student interests. Physical activity personnel need to consider what should be included in a student survey, the procedures to be used for its distribution, the frequency of student interest surveys, and the ways that the information obtained may be integrated into existing programs.

A student survey form should ensure inclusion of the following types of information:

- Identifying information: the name, school, grade level, and sex of the student
- Explanatory information: the purpose of the survey and how the information will be used
- A system of ranking or rating specific sports activities: a listing of sports which students may rank or rate
- Opportunity for suggesting other sports alternatives: space for listing possible interests that are not included in the listing should be provided
- Opportunity for comments: general questions regarding attitudes or other suggestions for sports programs would be desirable

The procedures which are followed in the distribution of student surveys may influence the outcomes. It usually is wise to ensure distribution to every student at a time when students can provide their individual responses without undue peer group pressure.

Student surveys should be conducted periodically as a means of identifying current needs and the changing patterns of student interest. Determination of the frequency of student surveys should be based on the frequency of significant composition of the student body, the number of times that athletic programs are designed, and the feasibility of survey efforts. Completion of surveys at least on a yearly basis could ensure the timelines of data being used for program planning.

SAMPLE STUDENT ATHLETIC INTEREST FORM

Name of Student _____

Name of School _____

Year in School _____ Female _____ Male _____

Have you previously participated in interscholastic sports? Yes _____ No _____

Have you previously participated in intramural sports? Yes _____ No _____

The following information is being collected as a means of determining your interests in intramural and/or interscholastic sports programs which are now being offered at your school. We are also interested in determining the types of sports you would like to have offered.

Participation in interscholastic athletics involved daily practices and weekly games or meets during the season for each sport. To indicate YOUR OWN interest in participating in interscholastic sports, circle the number to the right of the sport or activity which indicated YOUR OWN feelings about participating.

*INTERSCHOLASTIC SPORTS

	Definitely NO inter- est in participating	Might be interested but not sure	Definitely interested in participating
<u>Sports now available</u>			
Football (male)	0	1	3
Basketball (female)	0	1	3
Basketball (male)	0	1	3
Volleyball (female)	0	1	3
Track & Field (mixed)	0	1	3
Wrestling (male)	0	1	3
Gymnastics (female)	0	1	3
Baseball (male)	0	1	3
Softball (female)	0	1	3
Tennis (mixed)	0	1	3

Sports being considered

Badminton	0	1	3
Soccer	0	1	3
Swimming	0	1	3

Other sports you'd like to see offered:

*INTRAMURAL SPORTS

	Definitely NO interest in participating	Might be inter- ested but not sure	Definitely interested in participating
--	---	--	--

Sports now available

Football	0	1	3
Basketball	0	1	3
Volleyball	0	1	3
Track & Field	0	1	3
Wrestling	0	1	3
Gymnastics	0	1	3
Baseball	0	1	3
Softball	0	1	3
Tennis	0	1	3

Sports being considered

Other sports you'd like to see offered

What do you like most about the sports program in your school?

How do you think the program could be improved?

COACH JAMES CASE: BRIEFING SHEET

Physical Activity Worksheet 4

Coach Pat James, athletic director of Hilltop schools, has had six years of experience in Hilltop and is known as a fair, effective administrator and excellent coach. James is committed to improving Hilltop's athletic program and has been particularly interested in expanding the scope of the program to accommodate more students.

During the past five years, and particularly since July 1975, several members of the physical education and coaching staff have observed the passage of Title IX, the development of the regulation, and have taken a variety of actions to implement Title IX. They are pleased with the progress that has been made toward Title IX compliance but are also concerned about the problems which are still evident.

A collection of the memos and letters relating to Title IX which have come to Coach James' desk during the past six months is provided in the following pages. Read each of them carefully, then determine the actions which should be taken to deal with the problem.

You will be asked to discuss your responses in a small group and come up with a group answer to the questions on the worksheets which are provided. Copies of the worksheet will be available for your individual use.

COACH JAMES CASE: ROBERT WELSH

Physical Activity Worksheet 5

TO: Pat James: Athletic Director
 FROM: Robert Welsh, Esquire
 RE: Examination of possible sex discrimination in the contract
 between Hilltop District Schools and Hilltop teachers

At the request of Dr. Norris I have reviewed the terms of the contract between the Hilltop District Schools and Hilltop Teachers Association in an effort to identify any provisions which may be discriminatory. One clause, that will be of interest to you, appears to be discriminatory:

Section H - Salary Increments; Clause 4. - Increments for Athletics Personnel

The contract states that coaches of male teams are eligible for 5½% increment for the 77-78 year and that coaches of female teams are eligible for a 4½% increment during the same period of time.

I would like to discuss this with you in greater detail in the near future.

Bob *BW*

cc: Superintendent Norris

COACH JAMES CASE: ANN BROSH ET AL.

Physical Activity Worksheet 6

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

We are eighth graders in Pinewood Junior High School. We are writing to complain about the sports programs offered to girls.

Pinewood has girls' interscholastic teams in basketball, field hockey, tennis and gymnastics, but we don't have track, swimming, or basketball, even though the boys do. We don't think this is fair.

We have talked to Mr. Neets, head coach at Pinewood about this, and he said he is sorry but there is nothing he can do. He suggested that we write you. We think that the school must permit girls to compete in these sports. We have talked to our parents and they agree.

Sincerely,

Ann Brosh

Ann Brosh

Benessa Jackson

Benessa Jackson

Karen Pickering

Karen Pickering

Elma Carpenter

Elma Carpenter

COACH JAMES CASE: JEFFERY EVANS

Physical Activity Worksheet 7

TO: Coach James
FROM: Jeffery Evans
RE: Coaching Assignments

The coaching assignments have come to my attention for the Winter team sports and I feel that I must register this complaint. As the coach for Hilltop High's girls basketball team, I have 37 girls out for this team, and after cuts can carry 30 of them on a varsity squad and a junior varsity squad. As I'm sure you're aware the amount of supervision and skills teaching in a two year old program is immense, and I'm swamped.

Now I find out that Ross Mathison has been assigned to an assistant varsity position in the boys varsity basketball program. After cuts the boy's varsity program has 12 athletes, with two coaches and a student trainer, while I'm expected to handle the varsity and jr. varsity program of 30 girls all by myself. The girls are getting short-changed.

I want to help, either from a reassignment of Ross or somebody else. Is there anything you can do about this?

Jeffery

COACH JAMES CASE: JACK RAMSEY

Physical Activity Worksheet 8

Pat James: Athletic Director
Hilltop District Schools
400 Maple Lane
Hilltop, Arizona 10000

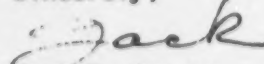
Dear Coach,

This letter is to inform you that the Hilltop Athletic Boosters Club's Annual Chili Supper was a great success. We made over \$1,400.00 thanks to the generosity and hard work of our members. We have a proposal for the expenditure of part of those proceeds. We are mighty proud of the way the Eagles won the Treeline conference in football last fall and in talking to Coach Hutchinson we have found that the football team could use an additional weight-lifting machine. I had Bernie Jackson do some checking and he tells me that a six station universal gym can be purchased for \$1,295.00, that would fall within our range and we would like your permission to go ahead with the purchase.

We have just two concerns regarding this matter. First, will there be sufficient space in the training room for this additional piece of equipment? Second, with the school now offering athletic teams for young ladies, will they want to use this equipment? We're buying it for the football team and besides girls might hurt themselves on it or get all muscle bound. We wouldn't want that to happen. On the condition that this machine would be reserved for football players we will proceed immediately.

I look forward to hearing your acceptance of our gift.

Sincerely,


Jack R. Ramsey

COACH JAMES CASE - ANALYSIS FORM

Physical Activity Worksheet 9

Please read each of the items in the in-basket carefully. After reading the items, discuss the questions listed below with your small group. Each group will be asked to prepare a worksheet. Extra worksheets will be available for your personal use.

1. What are the implications of Title IX for the problem to be addressed?
2. What further information is needed to facilitate action or decision making?
3. What specific alternatives are available for problem resolution?
4. What alternative(s) would you select and why?

APPENDICES

SUGGESTED ANSWERS TO PHYSICAL EDUCATION CASE EXAMPLES

Physical Activity Worksheet 4A

The following answers are provided for use with case examples included in Application Session A for Physical Activity Personnel. These answers respond to these questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

Case 1. This situation is not in violation of the Title IX regulation, unless the physical education classes are being conducted on a sex-segregated basis. The existence of two different methods of instruction does not constitute non-compliance, but may clearly indicate a bias that could impact negatively on one sex or the other.

A suggested corrective action would be the development of a consistent philosophy and physical education program for fourth grade students. All students deserve similar instruction or individualized instruction which can meet the needs of each child.

Case 2. The remark that "dodge ball is too rough for girls" would indicate the presence of sex-bias, but it is unlikely that a Title IX violation has occurred, unless equipment has been assigned on the basis of gender. While this situation would probably be prohibited by the Title IX regulation, if the activities were part of the instructional program, the free play or recreational nature of recess would not prohibit sex-segregated activities.

Possible corrective steps would include having the staff ensure that sex-segregated play groupings were by choice and not by the exclusion of the other sex. In addition, staff should make positive efforts to counsel all students as to the availability of all activities and encourage play on the basis of individual interests. As students become more comfortable with mixed sex groupings, it would be anticipated that such scenes would become less prevalent.

Case 3. This is an example of the school's sex-biased attitudes which result in a violation of the Title IX regulation. The provision of sex-segregated physical education is based on outdated stereotypic information that is contrary to fact.

The corrective action called for is the immediate integration of physical education classes at the K-6 grade levels. If this conversion is resisted by the schools, an internal grievance or complaint may be an appropriate method of urging the schools to comply with the Title IX regulation or a complaint may be filed with the Office of Civil Rights, Department of Health, Education, and Welfare.

- Case 4. This assignment of activity on the basis of sex would be a violation of the Title IX regulation. All students should be given the same opportunities to perform tasks. Grouping by sex for work details or going to and from lunch or the playground should be avoided.

Corrective steps might include development of policy guidelines, inservice training for staff, and individual consultation with instructional staff.

- Case 5. This assignment of activity on the basis of sex is a violation of the Title IX regulation. Classes in physical education must be conducted on a coeducational basis. Although soccer may be identified as a contact sport, students could be separated by sex for actual participation in the game or contact drills. Skills sessions not involving contact should be conducted on a coeducational basis.

Corrective steps would be the development of policy guidelines, distribution of such guidelines to staff, and inservice training for staff. Other corrective steps would include developing a physical education program which would provide movement activities and field sports for all students.

- Case 6. The segregation of male and female students during physical education classes would be a violation of Title IX. Although the needs and abilities of one outstanding female student have been recognized and accommodated, other students are being discriminated against by such behavior. Title IX does not dictate curriculum, but does encourage programs that best serve the needs, interests, and abilities of all students.

This situation should be corrected by providing coeducational physical education immediately.

Physical Education--Secondary Case Examples

- Case 1. Grouping by ability is permissible under the Title IX regulation. Ability groups should be determined by objective, activity-related criteria. However, if there are sufficient numbers of students (females and/or males) that cannot meet the criteria for inclusion in the class, but have interest, an option should be provided for them.

Case 2. This is not only permitted by the Title IX regulation, but it is also highly desirable, especially during the adjustment period from 1975 to July 1978. Caution should be taken, however, that this team-teaching approach does not result in the boys being instructed by the male instructor and vice versa for the girls.

Case 3. If it has been found that identical evaluation standards for females and males in this area results in all/most of the females getting lower grades, then the differential standards are appropriate and permitted under Title IX regulation. It may be more desirable to allow any student who cannot execute a pull-up to do the alternative bent arm hang.

Case 4. This scheduling option would be a violation of the Title IX regulation. The situation reflects the age-old stereotype which believes that all boys are more robust than all girls and must, therefore, have more space.

Corrective steps would call for cooperative use of both gyms with alternate scheduling of facilities for female and male classes.

Case 5. The Title IX regulation allows until July 21, 1978 for the phasing in of coeducational physical education at the secondary level. There is, however, a certain sex role bias shown in the selection of the required activities for the freshmen students.

Corrective steps would call for developing a greater variety of activities for males and females and conducting some activities on a coeducational basis.

Case 6. This sex-segregated course would be in violation of the Title IX regulation. Courses cannot be designated on the basis of sex. A more appropriate option might be to offer a novice weight training course and make it open to boys and girls. If an all-female class were to result from an open elective process, there would be no violation of the Title IX regulation.

Case 7. This may or may not be a case of negligence, but it does not appear to be a violation of the Title IX regulation. The class is being conducted on a coed basis and grouped by ability. It would be the teacher's individual responsibility to ensure that the activities in which the students engage are suitable for their skills.

Case 8. .. Requiring a female student returning from termination of a pregnancy to make up work and not requiring a male student who has been ill to make up work would be a violation of the Title IX regulation. Corrective actions would require equal treatment of students who have been absent for any medical disability.

Case 9. This may or may not be a Title IX violation. If the employment procedure was carried out in a nondiscriminatory fashion, no Title IX violation occurred. If, however, only male applicants were encouraged to apply or only male candidates who could coach football were considered, a violation of Title IX did occur.

The ultimate consideration is that of outcome. Did the selection of a male physical education teacher, who can assist with football coaching responsibilities, diminish services for females or substantially change the assignments of female teachers? If the effect of the action was to change services for females, it would be a violation of the regulation.

Case 10. The practice of unofficially designating boys with an "x" and girls with a "y" as a means of providing for more equal distribution of females and males in classes would not be a violation of the Title IX regulation as long as program offerings were not discriminatory.

SUGGESTED ANSWERS TO ATHLETICS CASE EXAMPLES

Physical Activity Worksheet 5A

The following answers are provided for use with case examples included in Application Session A for Physical Activity Personnel. These answers respond to these questions:

- Does the case example demonstrate a violation of the Title IX regulation?
- If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
- If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Athletics--Elementary School Case Examples

Case 1. This event is not only a violation of the Title IX regulation (in designating sex-segregated events in non-contact activities without specific skill criteria), but the different events clearly indicate sex-role stereotyping of appropriate events for girls and boys. If, in order to best serve the needs, interests and abilities of the students, it is necessary to group, objective standards (e.g., age, grade level, weight should be used, not gender-based standards. All events should be the same and not designated as "boys" or "girls" activities.

Case 2. The Title IX regulation does not explicitly cover the interaction of teachers and students although differential treatment of students is prohibited. On the basis of the information provided, it is unlikely that there is a Title IX violation.

Sex bias is clearly evident in the comment of the colleague. It is not necessarily "manly" not to cry if the situation merits. It may be desirable to discourage the behavior, but it should not be done with gender related comments. The colleague should be made aware of the stereotyped nature of her/his comment and its potential effect on students.

Case 3. The Pop Warner football league's activities would be covered as a consequence of the district's provision of a site, faculty advisor, and general support for the program. While it is clear that minority group members and males were allowed to try out for cheerleader, the criteria for selection are unknown.

It would be the responsibility of the principal to:

- determine that nondiscriminatory criteria were used in the tryout process
- advise faculty sponsors as to the requirements for nondiscrimination and the representation of all races and both sexes
- monitor the tryouts to confirm that they are being implemented in a nondiscriminatory manner, and
- if the process was discriminatory, re-open the process after providing relevant information to faculty sponsors, league officials, and parents

Case 4. On the basis of the information given, a violation of the Title IX regulation cannot be shown. The mere usage or rental of school facilities by an outside organization has not been found to be "significant assistance." However, as a general rule facilities should be available equally to males and females and teams of a voluntary nature should be open to participation by members of both sexes.

Case 5. National youth service groups such as the YMCA, YWCA, Boy Scouts, and Girl Scouts have been exempted from coverage by the Title IX regulation. If this is the only school involvement in the activity, allowing the YMCA to use the fields is not considered significant assistance to an organization. The school should, however, provide an equal access policy to facilities so as not to discriminate on the basis of sex.

Case 6. The race is not a violation of the Title IX regulation because it was not a sex-segregated event. The teacher's comment reflects either sex stereotyping or lack of knowledge regarding outstanding women track performers such as Wilma Rudolph.

Athletics--Secondary School Case Examples

Case 1. Football is a contact sport and sex-segregated teams are permitted under the Title IX regulation. Some effort, however, must be made to accommodate the interests and abilities of the female students. Possible alternative actions would be to establish female football or touch football teams in an intramural or interscholastic activity (if there were similar teams against whom they could compete); or the females could be encouraged to participate in other team sports such as field hockey, speedball, soccer, etc.

Case 2. While the processes followed for the selection of the golf team would appear to be nondiscriminatory, the results would indicate a violation of the Title IX regulation if no efforts were made to provide for the interests of females. Since there is significant interest on the part of females, the district should consider establishing a separate team for females.

- Case 3. There is no violation of the Title IX regulation. Allowing boys on the team when the opportunities for females have been limited in the past would be a violation of the Title IX regulation. Since the boys are interested in volleyball, the school should consider the possibility of substituting volleyball for one of the competitive sports now offered for boys or be added as a mixed-sex offering in the intramural program.
- Case 4. The equal division of available funds is not required by Title IX. If services provided are adequate and equitable, there need not be a dollar for dollar parity. Expenditures must be adequate to ensure comparable opportunities and to provide female and male athletes comparable equipment, facilities, and services.
- Case 5. The adherence to this league regulation by the district would be a violation of the Title IX regulation. Teams in like sports must have like lengths of seasons, opportunities to play before an audience and the same honors and awards.
- Case 6. This would not be a Title IX violation unless the same condition did not apply to all male physical education teachers as well.
- Case 7. The action implied by the student body president would be a violation of the Title IX regulation. He is implying that girls, who constitute a large portion of his student body, can support the boys' teams but that the student body, in turn, will not sponsor adequately the events planned for girls. While dollar-for-dollar parity is not required by law, the student body will have to rethink its financing policy and distribute their dollars in proportion to the interests of the students.
- Case 8. The composition of the sports staff is not a violation of Title IX unless some policy or practice is operating to bar women from that position. The sports coverage, on the other hand, is a violation of the Title IX regulation. Efforts should be made to recognize and publicize the entire sports program. This may require positive counseling in order to attract women to the sports reporting assignments, in-service training for involved staff (e.g., newspaper advisors), and in-service training for the coaches of girls' teams so they will encourage coverage and provide the necessary facts to make the articles newsworthy.
- Case 9. These awards would be a violation of the Title IX regulation. Awards for athletics made to students should be free from sex designation unless they reflect comparable awards for sex segregated teams involved in the same sport. Thus, "male athlete" and "female athlete" of the year would be unacceptable, but outstanding rebounder for boys' basketball and a similar award for girls would be acceptable.
- Case 10. This is clearly a violation of Title IX. Sally should be permitted to join and complete with the boys' swimming team, since swimming is a non-contact sport and there is no team for girls.

COACH JAMES CASE: WORKSHEET RESPONSE/ROBERT WELSH

Physical Activity Worksheet 5A

1. The Title IX regulation requires that employers may not, on the basis of sex, make distinctions in the rates of pay for equal work. /\$86.54/ If coaching positions are equivalent, no distinctions may be made on the basis of sex.
2. The contract language is clearly discriminatory on its face, in that salary distinctions are made on the sex of the athlete. Further information is therefore not needed for determining the legality of the contract language, but such information as the following would be useful in identifying alternative contract provisions:
 - descriptions of each coaching position in terms of responsibility
 - competencies required for different positions
 - criteria (and their legality) for establishing coaching salaries
 - projected athletics programs and budgets
3. Available alternatives include:
 - work with the teachers' association to change the terms of the agreement (contract)
 - develop criteria for determination of pay increments on the basis of factors other than sex (of either coach or athlete, e.g., performance, responsibility, etc.)
 - implement procedures necessary to equalize pay of coaches of male and female teams on the basis of the criteria developed (other than sex of coach or athlete)
 - revise athletics budget as required to accommodate salary changes
4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE/ANNE BROSH ET AL

Physical Activity Worksheet 6A

1. Agencies receiving funds are required to evaluate their total athletic program to determine whether or not it effectively accommodates the interests and abilities of members of both sexes. Factors which should be considered in the evaluation include the nature and extent of sports programs offered and their accommodation of the interests and abilities of females and males in both sports and the level of competition offered.
/586.421/
2. Further information is needed regarding:
 - the specific sports options and levels of competition currently being provided for males and females
 - any efforts made to assess the athletic interests of junior high females in the district, and the results of such efforts
 - the feasibility of opening the male sports listed to females
3. Available alternatives include:
 - conducting and analyzing an inventory of the athletic interests of female and male students in interscholastic and intramural sports (if one has not already been completed)
 - deciding in conjunction with other school officials and staff the desired thrust of athletic programming. i.e., separate sex vs. mixed team offerings
 - reviewing plans, if any for the expansion of female sports programs including timetables, sports, and financial projections
 - meeting with students to obtain greater information, to clarify district policy and plans, and to obtain their suggestions for program revisions
4. Each of the alternatives should be implemented.

COACH JAMES CASE: WORKSHEET RESPONSE TO JEFFERY EVANS

Physical Activity Worksheet 7A

1. The Title IX regulation requires, under the criteria for establishing equal opportunity in athletics, that "the opportunity to receive coaching . . ." not be based on the sex of the athlete. [§86.41c-v]
2. The assignment pattern is clearly discriminatory against female athletes who wish to play interscholastic basketball at Hilltop High. Further information which would help Coach James make his decisions includes:
 - Are there females who didn't try out for the team because of lack of coaching?
 - What is the exact athlete-coach ratio for both male and female basketball teams?
 - Are there staff members or qualified community members available to take on coaching responsibilities?
3. Available alternatives include:
 - initiating a policy that mandates equal athlete-coach ratios for all sports where both female and male teams are offered
 - making a survey to identify possible qualified staff persons who would be willing to take on basketball coaching responsibilities
 - establishing an on-going in-service and internship program to help qualify staff for coaching positions, particularly female staff who have been discouraged in the past from gaining these skills
 - locating qualified, certified community members who would be willing to volunteer time and services
 - providing financial resources to carry out any policy/program changes
4. Each of the alternatives should be implemented

COACH JAMES CASE: WORKSHEET RESPONSE TO JACK RAMSEY

Physical Activity Worksheet 8A

1. The Title IX regulation prohibits the provision of benefits or services to one sex while excluding the other sex. / \$86.31 /
The gift under the conditions stated in the letter would be such a benefit.
2. Further information is needed regarding:
 - would the Booster Club donate the gift if the sex restriction were ignored?
 - would the Booster Club allow the money to be used for another purpose?
3. Available alternatives include:
 - negotiate with the Booster Club to give the money as cash so that badly needed gymnastics equipment may be purchased for new female programs
 - negotiate with the Booster Club to lift its stated restriction regarding the use of the new equipment by females, by explaining the illegality of such a restriction and the need of weight training by all athletes regardless of their sex
4. Each of the alternatives should be implemented